Name: Rachel Fischhoff Grade: 5 Date:

Things that Come in Groups, Day 1

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| Lesson Sources: Enriching Your Math Curriculum, Lainie Schuster |
| Lesson Objectives: Students will identify “groups” of various sizes from their real world experiences and use this information to complete T-Charts |
| Standards: Describe, extend, and make generalizations about geometric and numeric patterns;  Represent and analyze patterns and functions, using words, tables, and graphs. |
| Multicultural Content: ? |
| Materials and Advanced Preparation: Chart paper or slides to record brainstorms |
| Prior Knowledge and Skills Needed: groupings, skip-counting/multiplication, T-charts |
| Key/New Vocabulary: Maybe multiples? |

Lesson Procedure: Part One

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| **Time** | **Teacher Actions** | **Student Learning Activities** | **Form of Assessment** |
| 1 min | **1. Connection**   * Mathematicians, so far we have used T-charts to help us organize information in a few different ways—in frog jumping explorations to keep track of benches, in guess my rule to organize our inputs and our outputs. * Today we are going to use T-charts to organize information about the world we live in. But first, we need to brainstorm some information. | Explain purpose of mini-lesson | Active listening |
| 10 min max | **2. The Teaching (The Giving of Information):**   * Today we’ll start by thinking of things that come in groups—things that always come in the same number. For example, if I was thinking of things that come in groups of 2, I might put down shoes and pieces of bread in a sandwich. * What about groups of three? * *Take suggestions.* * Now watch while I put this information (pick one group of three) and put it into a T-Chart (begin T-chart, maybe on Smart Board) * The input is the number of groups/teams/sets. The output is the total number of things/players/pieces… | * Participate in brainstorm * Perhaps recording things in NB | * Suggestions * Questions |
|  | **3. Have-A-Go (optional)**   * Now you try. Continue this T-chart in your nb. | How will students be actively involved?  By:   * Practicing the mini-lesson | * Look around as kids are working. |
| **Anticipated Responses/Outcomes:**   * Some students will easily complete the chart * Some students, especially those struggling with automaticity of multiplication facts, will struggle * Questions around starting at 0 or starting at 1 | | | |
|  | **4. The Link**   * Today you will be working with partners/table group to brainstorm things that come in groups of…(assign table groups separate numbers, so they can share at the end) * You will then choose (at least) one of those ideas from your brainstorm to create a T-chart. * What will you do first as a group? What will you do next, on your own? | **(Workshop Time)**   * Brainstorming groups * Creating t-charts | * Conferring with students * Conference Question: Is there more than one possible correct answer? Why/why not? |
|  | **5. Closing (at the share)**  Share the brainstormed lists  Show examples of going from list to T-chart  Talk about how the next day will move us into another way of respreseting things that come in groups--graphing | * Every group can share a little bit * Choose students to share based on clarity of work | * Share nb under doc camera |
| **Anticipated Responses/Outcomes:**   * Some students may want to work in partnerships instead of independently on the second part—permit partnerships as needed. | | | |

**Reflections:**

How did the lesson plan work? What was effective? What did you learn? What would you change for tomorrow or the next time you will use this plan?